

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. IX.

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No. 11.

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## State Teachers' Association.

The next session of the Missouri State Teachers' Association will be held in the U. S. Court Room, in Jefferson City,

December 26, 27 and 28, 1876.

All interested are cordially invited to be present.

Teachers are especially urged to attend, and be ready to say something on the important questions of our educational work.

It will be good to meet in our State capital and become acquainted with each other, and with our State officers, many of whom it is hoped will be in attendance, to counsel together and listen to the able lectures and speeches, and thus be strengthened and better fitted for the work before us.

The State Association of County Commissioners meets in Jefferson City at the same time, and it is quite probable that part of the meetings of the teachers and commissioners will be held together.

An interesting and profitable session is expected.

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# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. IX.

ST. LOUIS, NOVEMBER, 1876.

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## IN THE ROUGH.

The marble was pure and white  
Though only a block, at best,  
But the artist, with inward sight,  
Looked deeper than all the rest;  
And saw in the hard, rough stone,  
The loveliest statue the sun shone on.

So he set to work with care  
And chiseled a form of grace.  
A figure divinely fair,  
With a tender, beautiful face.  
But the blows were hard and fast,  
That brought from the marble the work at last.

So I think that human lives  
Must bear God's chisel keen,  
If the spirit yearns and strives  
For the better life unseen.  
For we are only blocks at best,  
Till the chiseling brings out all the rest.

—Endeavor to make your pupils self-reliant, and not mere machines to be moved as others may direct.

LIVE in thought and act with energies that are immortal.

WE have not gone without the things we have not had.

NOTHING can be ill with us when all is well within.

ALL true souls are guaranteed safety, and to such defeat is only another form of victory.

SUCCESS treads on every right step.  
To the persevering mortal the blessed immortals are swift.

ALWAYS be true to your highest convictions.



J. B. MERWIN.....EDITOR.

ST. LOUIS, NOVEMBER, 1876.

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N. B. Remittances must be made by postoffice orders or registered letters or draft on this city. We are responsible for no losses on money otherwise sent. The subscription price, including postage, which must be prepaid, is \$1 60 a year.

PUBLIC AND PRIVATE SCHOOLS.—After all, the much vexed question as to the comparative efficiency of public and private schools, resolves itself simply into the question of which have the best teachers. It then becomes a question of individual schools not of classes of schools. Where we find a teacher of strong personal character, there we find a good school, and we must industriously labor not to repress but to develop individuality in the children, if we would make powers of them.

WILL some of those who have had practical experience of the defects of the school law state briefly what the defects are, that steps may be taken to remedy them?

—The Missouri State Teachers' Association will meet in Jefferson City, Dec. 26, 27 and 28, 1876. Railroad fare and hotel expenses at about one-half the usual rates.

Our State Superintendent makes a good suggestion in advising that the "Educational Exhibit" now at Philadelphia, be further utilized by being again put on exhibition at the annual meeting of the State Teachers' Association.

As many who could not go to Philadelphia will attend this meeting, it will give them an opportunity to see what contributions were made by the various cities and towns of the State in this direction.

We second the motion, and hope this, with the other attractions, will draw a larger number of educators to the annual meeting than we have ever had before.

THREE months of school instruction is so very little better than none at all, that it seems scarcely worth while to waste the time of the pupils or the money of the people to keep up a school for so short a period.

Most of the instruction given will be forgotten before the pupils have an opportunity to attend school again.

Our next legislature ought to remedy this defect of the school law early in the session.

THE school interest of the State is suffering for the want of the prompt payment of the taxes. Much good has been accomplished by the law, notwithstanding the efforts of the chronic grumblers to defeat its objects and aims. Give us good schools. Let the people exercise patience. Ignorance is the cause of nearly all the opposition to free schools. Intelligent people of every political party encourage free education.

THE South Normal School at Jonesboro, Tennessee, enrolled over fifty teacher the first session. Washington county can say what no other county in the State can. She has a first rate Normal School. Her public schools are in a flourishing condition. She has a corps of wide awake teachers.

—The Iowa State Normal School at Cedar Falls, opened with 55 students. From every part of Iowa come most flattering reports of the opening of the common schools and higher institutions. In the educational field Iowa bids fair to lead all the States.

—Prof. A. Kirk of Chicago, has been elected to succeed Prof. Cheney as Principal of the Cape Girardeau, Mo., Normal School.

WE need in this State better school houses. We need uniformity of books and a much larger supply of both books and fixtures. We need some means by which ignorant and inefficient directors can be removed. We need to have more power vested in the superintendency and less in the directory. We need more money to pay legitimate school expenses, and longer terms of schools. But above all, we need a law to compel parents to send their children to school.

In Alabama 53 per cent. of the voters are illiterate. In Kentucky 28 per cent. are illiterate; in Maryland, 22 per cent.; in Delaware 24 per cent.; in Georgia, 56 per cent.; in South Carolina, 57 per cent.; in Florida, 54 per cent.; in Mississippi, 53 per cent.; in Tennessee, 40 per cent.

These are startling figures.

THE Italian government intends to establish free schools. They are greatly needed, inasmuch as sixty out of every one hundred men in the country can neither read nor write. While Italy devotes \$80,000,000 annually to her army and navy, she has hitherto given less than \$5,000,000 a year to popular education.

Please write your name and post-office address very plain (enclosing stamps to pay return postage,) and you will be astonished at the promptness with which you will receive replies to numerous inquiries sent us. Be sure to enclose stamps.

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## SCHOOL MANAGEMENT.

BY J. BALDWIN.

## XVIII. Methods of Class Management.

**E**DUCATIONAL results worked out by the thought and experience of the ages, are made to tell in the recitation. Guided by great principles and with well-defined objects in view, the teacher awakens thought, directs effort, concentrates mental activity, trains the pupil to achieve results.

## LENGTH OF RECITATIONS.

The length of the recitation must depend on the character of the school and the age and advancement of the pupils. Short, lively recitations, are better than long, dull ones. The attention can be secured and the interest maintained only for a limited time. To continue the recitation longer will prove an absolute injury.

*The Limits.* The widest experience in all countries has satisfied educators that the best results are secured within the following limits:

1, Primary department, from 10 to 20 minutes; 2, grammar department, from 20 to 30 minutes; 3, high school department, from 30 to 40 minutes; 4, college department, from 40 to 60 minutes. In country schools no recitation should be less than ten or more than thirty minutes. No means should be spared to secure sufficient time to make each recitation effective.

## ASSIGNING LESSONS.

1. *Teachers Err Fatally in the Assignment of Lessons.* Age, capacity, opportunity, are alike ignored, and the difficulties of the lesson are disregarded. Regardless of conditions, so many pages are assigned. Figures cannot express the evils resulting from this stupid practice. Show me the lessons assigned, and I will tell you the merits of the teacher. To assign lessons judiciously requires infinite care, sound judgment, and accurate knowledge. General directions may be given, but the art can only be acquired by experience.

2. *The Lesson Must Be Adapted to the Class.* Not to the two or three bright pupils, or the two or three dull ones, but to the body of the class. Additional work may be given to the bright pupils, and only the minimum amount of work required of the dull ones. This elasticity enables the teacher to do the best for each pupil, even in large classes.

3. *Assign Pages as well as Subjects.* The old teacher assigned pages, the modern teacher assigns subjects, the coming teacher will assign definite lessons in the text books in connection with the subjects. The mere theorist would have you assign subjects only; but the thinker and prac-

tical worker steadily assigns specific book work.

4. *Assign Short Lessons.* Then, you can count on thorough preparation, and the pupil will still have time for work outside of the book. In class you will have time for instruction, drill, and review. The young physician gives strong medicine and large doses, but the old physician gives mild medicine and small doses. So it is with teachers. The inexperienced teacher will take a class through the third reader in a single quarter, while our best schools take two years for the same work. The object is to have the pupil develop ideas, not rush "through the book."

5. *In Assigning the Lesson, Teach the Pupil How to Prepare it.* For the lower classes this direction is peculiarly important. While the work must not be done by the teacher, his great duty is to initiate the pupils into the way of doing it for themselves. A little time spent in giving the necessary instruction will create a burning interest and incite to cheerful study.

## TREATMENT OF THE UNPREPARED.

1. *Encourage Always.* Heartily approve good work, and show the failing ones that they too may succeed. Nothing should be done to discourage the pupil. He can and will try.

2. *Ascertain the Cause of Failure.* You can then judiciously seek a remedy. In school management we have no specifics. Each case needs special treatment, and all general directions are merely suggestive.

3. *Have Pupils Understand that you Expect Good Lessons.* This is a powerful motive to most pupils. They grieve to see your look of disappointment when they fail, but they are made happy by your cheering smile when they succeed.

4. *Impress the Importance of Diligent Study.* Each one works for himself, not for the teacher or the parent. Good lessons are the beginning of success in life. Failure is a serious evil to the pupil, the parent, and the school.

5. *In Chronic Cases of Failure, the Pupil Must be Made to Feel the Loss.* This can be done in various ways: (1). *By approbating diligent pupils.* The shortcomings of the negligent are thus placed in sharp contrast. (2). *Excuse from class.* The recitation is the privilege of the diligent, and the unprepared forfeit this privilege. (3). *Reduce to a lower class.* Such pupils must not be permitted to become an incubus to their classes; then this treatment often arouses to effort. (4). *Excuse from School.* After every possible expedient has failed, it is better to let the pupil rest a term or two.

6. *Never Force Pupils to Study.* — Detaining or whipping pupils to make them study is a relic of the ancient barbarism. Generally the teacher rather than the pupil deserves the punishment. Do you adapt the matter and the method to the capacity of the pupil? Do you introduce life and energy into everything? Do you manage to have each pupil feel the pleasure of achievement? Do you make study more interesting than play? If you do not, can you afford to punish pupils for not studying? All the powers of the soul develop when study is a real joy. Glad activity is the great secret in education.

STATE NORMAL, Kirksville.

## SPECIAL CASES.

BY C. W. THOMAS.

**T**HE management of special cases tests the teacher's skill and determines his success. However perfect the organization of the school, and however effective the general management, exceptional cases requiring peculiar treatment will frequently occur. While each case must be treated on its merits, the following actual occurrences may be suggestive:

I. *Contagious Laughter.* Our high school embraced sixteen laughter-loving girls, who spent the recesses in telling each other the most amusing secrets, and who often interrupted the school by bursts of uncontrollable laughter. The usual remedies utterly failed, but the following expedient proved completely successful:

I changed the programme so as to have a laughing exercise at the time when the girls were generally the worst. When the time came I sent these girls to the board, one by one. The school saw the reason and began to laugh. I explained that I had set apart ten minutes for a laughing exercise; that whatever they did, I intended they should do in a systematic manner; and closed by calling on the most mischievous one to begin the recitation. I had so completely surprised the school as to produce the greatest sobriety, and the young ladies looked so ridiculous, that at the close the stillness was broken by one continuous and prolonged uproar of laughter. Some of the young ladies laughed, others wept. I never called the class again, nor was I ever afterward troubled by laughing from those girls.

II. *Looking Through the Windows.* Hugh Gibson was the most obstinate in this habit of any boy I have ever known. I required him to stand by the window for half an hour, then to take his place on my platform and tell the school what he had seen. It

is needless to add that the cure was speedy and complete.

III. *Precocious Love Making.* Alfred and Lena have arrived at that age at which youthful love begins to develop. They begin to think very much of each other. They begin to sit and stare into the distant future, and study the probabilities of the coming life. Fancy builds air castles. They are continually smiling at each other. They sit together at rests, promenade together at noon; assist each other in the difficult problems; notes pass between them; he waits for her at the gate; they go from, and come to, school together; they are so engrossed in each other that they begin to fail in their classes. However beautiful this boy and girl love, it is a serious evil in school life, and must be cured at any cost. I felt that something must be done. After much reflection I pursued the following course:

I spoke to the school about a pair of baby lovers. I described their conduct in the most ridiculous light. Without mentioning the names, pupils knew to whom I referred. The cure was only partial. I kept them in at rest, and told them I wanted them to look at each other. I kept them after school and told them I wanted them to walk home together. A few days treatment, with the laughter of the school, effected a perfect cure.

IV. *Fighting.* A few minutes after dismissing school I found Adam and James engaged in a fight, in which the sympathy of the whole school was enlisted. I separated and sent them to my room. All expected them to get a severe punishment. Adam was very impulsive, and had been whipped severely by my predecessor. I gave the boys time to become calm. I then spoke to them kindly, inquired into their troubles, and found that each had, as he thought, cause for action. I showed them the folly of such a course, and finally wrought from each a promise that he would not refer to the difficulty again during the term; that if they could not speak to each other kindly, they were not to converse together. One of them said, "If he begins on me again I will fight him to the last." I gave him permission to do so. Next morning I called attention of the school to the matter and obtained a promise, by a standing vote, that they would not in any way refer to the difficulty in the future. Thus a serious affair was settled without resorting to harsh means, and I won the confidence of my pupils by my kind treatment.

V. *Little Jokers.* These budding politicians give the teacher much trouble. No effort is spared to win notoriety and popular applause.



Turning the joke is the only effectual way to cure such cases.

Albert, a boy of some 12 summers was noted for his mimicry, and earned it so far as to give his teacher much trouble. He was in the habit as soon as the bell rang of hastening to his room, and by his lythe movement and grotesque caricature, kept the pupils laughing till the teacher would enter the room from her post in the hall. More particularly, he would place his hands on the back of two seats and turn himself over, at the same time pass from one aisle to the other. On several occasions she had whipped him for it, only to make him more cautious and evasive. He was brought to my room at one of the teachers' meetings. I informed him of the charges against him, and remarked that I enjoyed fun more than any one. I thought it no more than right that he should perform for the teachers. His eyes sparkled at the idea of amusing us. I turned up the seat and put him to work in the manner he was accustomed to. As soon as he began, I called the meeting to order and proceeded with our business. Presently I said to him: "Albert, you seem tired, you may rest a while." After resting I let him continue. Soon he began to cry. He ceased operation. Tears were rolling down his cheeks.

"Albert," said I, "What troubles you?"

Between sobs he said: "I know I have been doing wrong. If you will let me off this time I will never do so again." I lectured him kindly and dismissed him. He gave no further trouble.

VI. *Suggestions About Punishment.* In punishments no reference should be made to any physical defects, and as far as possible other pupils should not knowingly assist in the enactment of penalties. Punishment should never if possible be inflicted before the school, but in graded schools it is well to have another teacher present. Before punishing a pupil severely a notice should be sent to the parent or guardian, stating that unless the pupil amends his ways in the future he will be punished. This many times will save much trouble.

In graded schools, assistant teachers should notify the principal when they intend to inflict corporeal punishment. Each teacher should punish her own pupils. To do otherwise would detract from her power to govern her department. After punishing labor to get the offender in a good humor before discharging him.

SHELBY, Mo.

Our advertisements are all of them worth reading, and when you write say where you saw the articles advertised.

## TALKS WITH MY PUPILS.

My Dear Little Pupils:

I WANT to come and sit right down among you for a good talk. Let us put our books all away—yes, nicely in order, for I step around and peep in your desks sometimes to see how you keep them, and I think the boy or girl who keeps a desk in good order will make an orderly man or woman. And this reminds me we were to talk of our lives this month—of a temple that God has asked us each to be the architect of—the temple of manhood and womanhood.

You remember the other day when we were talking of the bones that made up our frame, we found we had two selves, the outer form that grows from our food and exercise, and the spirit within that tells the body what to do. We found, too, that we must be very careful of this body and obey certain laws God made for it, or it cannot do what the spirit asks of it. You know we are told in the Bible of the spirit being willing, but the flesh weak, and our spirit cannot do all God requires of it here unless we keep the body strong and healthful. But when we talk about our real life, this beautiful temple we are to build, we mean the spirit life, the soul that lives and learns on earth for a little while, and then slips out of the body to live a purer and higher life. This world is to our spirit just as the Kindergarten is to the little ones, a place for our spirit to begin and learn a few things. In building up our temple of a noble manhood and womanhood let us see what little blocks we need for the corner stones, for the strong, sure foundation. I think the first one we want is Truth, and this is such an important stone in our foundation, we could almost rest our temple on this alone. It is such a shining, beautiful stone, it will make the whole temple glorious. A boy or girl who always tells the truth, is always honest and always to be trusted in every way. Let us then of all things "Think the truth, speak the truth, act the truth." You have all heard of the great poet, Shakspeare, who used to live in England, and died in 1623. He says:

"To thine own self be true,  
And it must follow as the night the day  
Thou canst not then be false to any man."

To be true to yourselves you must do nothing you would blush to have others know, nor to have God know. Be true to your higher, nobler nature, and "it shall follow as the night the day" you will never be "false to any man." That is pretty sure, isn't it? for night never fails to follow day.

The next block we will place in our foundation we will call Kindness. Perhaps the Bible would call it Charity. Do you remember Christ's beautiful words?

"Little children, let us not love in word or in tongue, but in deed and truth."

To show our love in our kind acts to each other, in pleasant tones and thoughtful deeds. If Johnny has lost

his pencil and Charlie breaks his and gives him half of it, I know he is laying the beautiful stone of kindness in his temple of manhood. Let us strive for kindness—to love each other "in deed and truth."

Another stone, which is such a funny, magic stone, is Patience. Do you remember how we rubbed a goblet one day till it was electric and attracted all the straws and threads on the table to itself? Well, this little block of Patience is a magnet, too, and if things get all in a tangle, we can place the little magic stone of Patience among them, and they will all come into order and be smooth again, just as the straws and threads, all in a jumble on the table, cleared themselves away when we placed the electric tumbler among them.

There is a little block just the size of Patience that always goes with it, and that is Perseverance. Just work—persevere, but be very patient, too, and you can do all things God has asked you to do here. Shall we not take, then, for the corner stones of our life-temple these four blocks—Truth, Kindness, Patience, and Perseverance?

And see how many lovely things these include: If you are truthful, you will be honest. If you are kind, you will be generous, and never do a mean thing. If you are patient you will be calm and resolute, and being persevering, you will also be energetic and active.

There are two blocks that lie right in our path sometimes, that I must warn you, my dear little pupils, never to touch. These are Indolence and Selfishness. If we should get these in our temple, they would be like old, decayed timbers in a building, or like crumbling stones, and our temple would sink to the earth. They could never find a place in our beautiful spirit-life. Let us write as a motto on our glorious temple:

"To thine own self be true,  
And it shall follow as the night the day  
Thou canst not then be false to any man."  
LILLIAN.

## HOW DO YOU LIKE IT?

Report of the Spelling Reform Convention at Philadelphia.

(Printed phonetically with the Anglo-American Alphabet).

A MUNG the meny gud thing brot us bie this sentenial yeer is a definet promis that children ov the next jeneraishon wil be releevd from the drujery ov lerning our prezent unreezonable orthograpy. The Internashonal Speling Reform Convenshon, which met at Filadelfia on the 14th ov August, waz in the opinion ov thoez hoo attended it, a graet succes. Prof. S. S. Haldeman, prezieded, and wurdz encouraging the movement wer spoken bie men ov hie emenens in the edeukaishonal feeld, amung hoom may be menshond the naims ov Jen. Eaton, Seup. Harris, and Professorz Whitney, March, Nel-

son, Allen, Parker and Raddatz. Prof. Whitney sed in a leter to the Convenshon, that, "A begining eniwhair, or ov any kiend, iz what iz most wonted. Braik down the fauls saicrednes ov the prezent mode ov speling. Acustom the peepl not to shiver when thay see familiar wurdz misspeld, and sumthing gud wil be the fienal rezalt."

It woz shoen from edeukaishonal reports, that in spiet ov vigorous efort and imens outlayz ov muny, iliteracy iz on the increes, boeth in England and America. J. W. Lowe ov Norfolk, Va., maid an earnest apeel on behaf ov hiz rais, the culurd peepl, hoo, as he sed, hav no tiem to waist on lerning tu spel acording tu Webster. Thay wont tu riet and thay doo riet, but thay spel bie sound.

On the therd day ov the Convenshon it woz rezolved intu a permanent organizaishon under the naim ov the Speling Reform Asoeseaishon. Prof. March ov Lafayette Colej, Easton, Pa., woz chozen Prezident, and Messrz. S. S. Haldeman, E. Jones ov Liverpool, Eng., W. T. Harris, W. D. Whiteay, Rev. C. K. Nelson, and Eliza B. Burnz, Vice Prezidents. The Asoesaishon then arainjd for branch organizaishonz in meny ov the Staits, considered vairius fonetic alfabets which wer prezeded, and ordered the report ov its proceedings tu be printed with a diegrafic alfabet; the alfabet tu be so aplyd az tu rezeembl the comon print az closely az posibl. It then adjurned tu meet on the 10th ov October, at the Franklin Instituet, Filadelfia.

Deuring the cuming yeer the subject ov a moer perfect alfabet on the continental vouel baxis wil be considered by the asoeseaishon. It wil act in conjuneshon with the Alfabet Comitee ov the Am. Fololojical Asoeseaishon, and the mater wil be reported on at the next meeting ov the later sosiety, July 10, 1877.

THE ACTUAL ILLITERACY OF THE COUNTRY.—There are in the States of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Michigan, Indiana, Wisconsin, Illinois, Minnesota, Iowa, Nebraska, and Kansas, an aggregate of 1,354,205 illiterate persons over ten years of age. In the Pacific States and in the Territories there are 102,594. In the Southern States there are 4,187,735.

These figures seem to indicate that there is danger ahead. The vast number of illiterates in the South, should cause us to put forth renewed efforts in the cause of universal education.

Will you when writing to advertisers, please say you saw their advertisement in this journal? It will be a mutual benefit so to do.

## CENTENNIAL NOTES.

## FOREIGN INTEREST IN THE EDUCATIONAL EXHIBIT.

Editors Journal:

THE sight-seers at the Centennial are in the main Americans, the European, Asiatic and South American visitors being chiefly men who have come as students of our country and its conditions, many of them under official appointment charged with the duty of reporting. These gentlemen enter upon the study of our educational systems with an almost romantic enthusiasm, an enthusiasm which was kindled by our exhibit at Vienna in 1873, and has never since declined, as all know who have watched the educational literature, the reports and newspapers of Europe, or who are aware of the voluminous correspondence constantly pouring into the Bureau of Education from transatlantic scholars.

Much of the discussion growing out of that exhibit has been sharply critical, but through all runs appreciation and admiration, and a desire to discern the subtle connection between our schools and our liberties.

## CONTRAST BETWEEN VIENNA AND PHILADELPHIA.

At first foreign inquirers are perplexed by the differences in the arrangement at Philadelphia and Vienna. There the entire educational exhibit of the United States, excepting only the typical school house, was massed in a gallery of the main building, occupying a space of 2500 centiaries, about the same area, according to the estimate of Mons. Buisson, President of the French Educational Delegation, as is covered by the Bureau exhibit in the Government building at Philadelphia.

The Bureau was a central feature in the Vienna building, especially admired for the exhaustive information presented through its documents, while twelve cities of the United States, honored at the final award by diplomas or medals, furnished salient points of interest. In the present Exposition the exhibit of the Bureau stands alone in the Government building, and the various States and cities have their representations in special buildings or sections of the main building.

While such an arrangement cannot make the immediate effect of an aggregate display, it is more exactly accordant both with the genius and growth of our country, expressing the complete independence of each State, the true relation between these and the General Government, the magnitude of the country, and consequent difficulty in the way of a positive crystallization of elements, and the voluntary impulse toward identity of aim and method, forcibly illustrated in the comprehensive exhibit of the Bureau. Every feature of education in the United States is embraced in this division—public instruction in all grades from the Kindergarten to the Agricultural Colleges, Normal Schools and University—the district school and the private

school touching the extremes of social conditions, and those remedial movements which owe their existence to the "Homo Sum" argument practically operative through Christian intelligence as, "Institutes for Deaf-mutes," for "the Blind," and the 330 schools for Indian education. The educational ideals now so rapidly forming—as, "Physical Training," "Industrial Training," "Higher Education for Women," "Special Training of Nurses," "Industrial Art," and "Ideal Art," and the elevation of Science and Technology to an equal importance with Mathematics and the Classics—all these have here suggestive representation. Perhaps however the most impressive feature of the exhibit is the current literature of Education, a heterogeneous collection of catalogues, circulars, programmes, statistical charts, and reports—the material from which history is evolved. Of this President Buisson remarks that it is impossible for European governments with their Ministers of Instruction, to collect in periods of five and ten years such abundant and important material as the Bureau collects without compulsory force annually. And again:

"In European countries there seem to be hundreds of officials whose dearest desire it is too keep the people in profound darkness concerning education, a layman indeed scarcely dare write to an official. In the United States not only does the Bureau readily respond to inquiries, but foreigners receive through its publications better information concerning their own countries than they can secure at home."

## VISITS AND COMMENTS OF DISTINGUISHED FOREIGNERS.

In addition to the impression produced by the material exhibited, the Bureau is accomplishing an important work by the direct communication of information; among the distinguished gentlemen who have made its office a constant resort, are Prof. F. Reuleaux, Director of the Royal Polytechnic School of Berlin, and Chief German Commissioner of the Centennial Exposition, Hon. Mr. Hitchcock, Superintendent of Education in the Hawaiian Islands; Prof. E. Jones of Liverpool; Dr. Riggs of London; Sir Charles Reed, President of London Board of Education; F. Tanaka, Vice President of Education in Japan, and associates, including Dr. David Murray and other eminent educational officers; Dr. Philip da Motta, Professor of University at Rio; Dr. F. Migerka, Privy Council to his Majesty Emperor of Austria, specially charged by the Minister of Public Instruction to study and report officially; Prof. Meyerberg of Sweden, Supt. of Public Schools of Stockholm. The six members of the French Educational Delegation, of which Mons. Buisson is president. Baron Otto von Pömmgen, member of the Austrian Privy Council. They represent, as will be seen, nearly every leading nation. They come constantly to the office seeking information and explanations, and were

united in their acknowledgments of the cordial welcome and hearty response received. Thus the Bureau has created a pleasing impression of American politeness and intelligence.

## EXTRACT FROM LETTER OF BARON OTTO VON PÖMMGEN.

In a letter to the "Neue Freie Presse" of Vienna, Baron von Pömmgen writes: "The surprising development of education in the United States, and the generosity with which her citizens provide comfortable school houses with ample means of instruction have long been admired by all true friends of progress, but we are still more surprised to see the excellent management of the Bureau of Education. I perused the reports and circulars, and examined the splendid maps and charts recently published by the Bureau, and I came to the conclusion that it is better informed with reference to education in all parts of the world than we in Europe." He adds: "Few Europeans would have gone to the American Exposition had it not been for the sake of studying American institutions."

But while these gentlemen inquire and examine they have also much to impart—their tone is by no means that of adulation, discriminating criticism is mingled with their avowed admiration. It will be well for our educators to watch for their reports and letters. The wisdom of the times is not entirely confined to the United States, and if we would reach all the possibilities of the age, we must have an ear for all its voices.

A. TOLMAN SMITH.

## ARKANSAS IN LINE.

Editors Journal:

AS constant inquiries are being made in regard to the social, moral, and commercial status of this State, I suppose a brief statement of our educational efforts might not be unwelcome to your numerous readers at home and abroad.

It is matter of astonishment, when all the facts of the last ten years are considered, that we can report so favorably. The very first efforts of Gov. Garland and his legislature were directed to the thorough organization of our public school system, and the officers having this matter in charge entered the field, gathering up here and there whatever facilities a ruined State presented, and are evoking wonderful results.

One very accomplished State Superintendent, although a young man, seems born to the work entrusted to his hands. In a field as uninviting as can well be imagined, he has shown a foresight and creative energy surpassed by no State officer in my knowledge. He is out holding institutes, where he instructs our rising corps of teachers in the difficult task before them, and in all the important towns in the State he has succeeded in arousing profound interest.

The State Teachers' Association held here during the first week in September made a very favorable impression on all who attended, and the

fact was made evident that the future was to be full of new and more systematic efforts for the education of the masses.

It is to be hoped that our own young men and women may see the hour of their supreme duty, and not wait for missionary efforts from distant States; that we have the talent in ourselves I do not doubt.

One great trouble in the rural sections is the nature of our crops, and the season of harvesting. The boys and girls of the poor people are forced to labor in the fields in the winter and use the leisure time of hot summer months for school purposes; but all this will gradually change, and Arkansas will soon be in line with her sister States in the grand enterprise of public school instruction.

Our people have always been the advocates of education, as the records of many prosperous institutions across the Mississippi for twenty years past, will show, but her great lack has been a destitution of well organized systems of public instruction. What she would have done but for the desolating sweep of war is evidenced by her present progress. You people from abroad can know but little of the transmutation going on. One must be here and mingle in the strife to see how the battle goes.

Here, in Little Rock, I suppose there is as fine an organization as can be found in any other town of the same number of inhabitants in the country. The last report of the city superintendent shows a large increase in the attendance, and, if too many in our midst do not care for education and do not send to school, we are consoled by the fact that the same condition of things is witnessed in your own huge city, and in many others throughout the United States. I know personally many of the city teachers, and think them well qualified for their duties. Our buildings are not pretentious, but time will remedy all that, and I hope in the next decade to see fine brick structures occupying the places of the present plain wooden ones.

You may depend upon it, we intend to perfect our popular schools until no State surpasses Arkansas. The Industrial University, I understand, is working well. They ought to do a great work, for they are well patronized. Some of their students are worthy the most heroic age. One I must mention, and if this embalms him forever, I may not be considered his enemy. He walked from Eastern Arkansas to Fayetteville, and in order to complete his course, waits in a restaurant there at odd hours, in order to secure funds with which to pay his way. If that does not immortalize the *white apron* it is hopeless as to fame. I have no doubt he attends upon many a fellow-student of far less brains. I challenge Missouri to show his equal, and I here predict a grand future for the young man who thus hews his way. Do you think a gift of money would be a blessing to him? If you do, I differ with you.



Venture no intermeddling there. Let that boy whip his fight and have none to thank but God, the State, and his own brave heart.

The private institutions of Arkansas are very prosperous. Arkansas Female College is enjoying the most successful year of its existence, and, if we had room, could have five times our present number of students. But enough about our own.

I had the good fortune to meet President Gates of the Industrial University, during the meeting of the Association, and was highly pleased with the very sensible and practical talks he made before that body.

If we are succeeding with the white schools, we are getting on just as well in educating the colored people. One of the best educators of the South, Prof. Hoile, is at the head of one of these schools in our city, and I understand the success is very satisfying. There is a Normal School at Pine Bluff, for training colored teachers, presided over by a first-class educator.

Many Missourians are teaching in Little Rock and throughout the State, foremost among whom is Dr. Bond, Principal of Sherman High School.

If you see fit to publish this rambling letter very good, if not, shove it into the waste basket, and call for another.

L. M. LEWIS,

Pres't Arkansas Female College.

LITTLE ROCK, Ark., 1876.

We print this, and call for another.  
—[Eds.]

### OUR EDUCATIONAL FUTURE.

Editors Journal:

THE time is not far distant when the position of every State and country will be determined by the education of the masses. The nations of Europe have accepted this as a fact and are devoting their best efforts to the educational work. South America is doing wonders in the same direction. Even Asia is beginning to awake from the slumbers of the ages. The people of Missouri, and indeed of the entire South, are at last awakening to the supreme importance of popular education. The doctrine that education is the birthright of the people and the condition of success and happiness, is permeating society with irresistible force. In the near future the Southern States, with their boundless resources, are destined to come to the educational front.

Missouri's far-seeing statesmen have laid the foundation for a magnificent educational system. Her State University, her five Normal Schools, and her city schools, rank with the best in the land. But it is far otherwise with the schools of the rural districts. Just now these schools in Missouri, and in nearly all of the Southern States are in a deplorable condition. It is sad to know that the country schools of

Missouri have, on account of injudicious legislation, retrograded more than 50 per cent during the past three years. This retrograde movement is only temporary; the reaction is certain, because our teachers, school officers, and tax payers see what legislation is required to make our school system efficient.

This deplorable condition of our country schools is but the natural result of a series of mistakes.

1. The county superintendency was abolished, leaving these schools absolutely without supervision. Without thorough supervision no enterprise, and especially no school enterprise, can be a success.

2. The township organization was abolished, leaving each school isolated, and no substitute for the organization was provided.

3. The minimum term was reduced from four months in ungraded schools and seven months in graded schools, to three months in all.

4. It was left to the several school districts to vote a small tax, or even none, each year for school purposes.

5. The constitutional limitation of forty cents on the one hundred dollars, absolutely prohibits public schools in several counties of the State.

6. Teachers' institutes were effectually abolished, thus depriving our teachers of the immense aid of these associations. We must have legislation to remedy these evils.

This ruinous condition of the country schools of Missouri, Arkansas, Texas, &c., is widely felt and deeply deplored.

That the South has everything to gain and nothing to lose from the most thorough system of popular education, is beginning to be admitted and urged by every truly intelligent citizen. While great movements are usually slow, the educational revolution in the South promises to be speedy and complete.

Among the most hopeful signs of the times is the fact that all parties are selecting their best men for legislators. With such men as Judge Williams of Macon, Judge Easley of Lynn, Judge Cooper of Sullivan, &c., in her Legislature, the educational interests of Missouri are safe. Judge Easley in his canvass presents a plan for the elevation of the public schools in the following forcible language:

1. The Democratic party must practically move up to a higher educational position or go to the devil. It must become the party of progress, leaving Republicans to play conservative.

2. Missouri is utterly Democratic. If Democracy builds up in Missouri a school system unsurpassed, a crushing stigma will be removed from the

party, and the educational position of Democracy settled throughout the Nation.

3. I am a native Missourian. I want a school system peculiarly Missourian. The present thing of patches and shreds, captured from the systems of other States, deserves to be consigned to the moles and bats. Let us have a school system acclimated, adapted to our wants.

4. I shall urge, should I be elected, the appointment of an educational commission, composed of the best men in the State, representing all departments of education and educational law and finance, to mature and report to the committees of the two houses a Missouri school system. This ought to be the best in the world. I predict that it will not only be adopted, but that it will also be effective and popular. In a single decade Missouri ought and in my judgment will be the educational rival of Massachusetts.

5. The new constitution must be changed and adjusted to our wants. I believe in strict economy, but true economy always implies a judicious expenditure of means. In England pauperism and crime costs seven times as much as education, while in Sweden education costs five times as much as pauperism and crime. Let Missouri emulate Sweden and not England.

The above verbal report shows that Mr. Easley is sound on the school question and eminently practical. We recommend to politicians a careful study of this model political speech of an evident statesman.

X. Y. Z.

### THE PEABODY FUND.

COMPLAINTS have been made that the proceeds of the Peabody educational fund have not been distributed to the small country schools of the South. The claim is made that the income of the fund should go to aid the poor schools in the rural districts, rather than those in the large towns and cities, styled Peabody Fund Schools. Those who find fault with the disposal of the funds as arranged by Dr. Sears, can scarcely realize the best methods of securing the most value, temporary or permanent, from this noble benefaction. Those who understand the methods of distribution, and the principles by which it is carried on, can but admire the wisdom of the scheme. The whole fund could be distributed in a single day, if the policy of rendering full assistance to present needs was carried out. On the other hand, the true plan of creating a higher public sentiment, and of encouraging local school support, is a far higher and wiser one. The latter aims at a self-sustaining school system by aiding to build up a few good schools, which shall be models of excellence. These

central schools are popular, and disarm the people of their prejudices with reference to a pauper school system. As soon as these schools become self-supporting, aid is withdrawn, and applied in the same manner in other localities, and thus the fund fosters a permanent system, and becomes itself a cumulative force creating local funds, and turning to other sections when once its work is accomplished. In this way, the blessings of its influence will gradually reach the weaker districts.

Dr. Sears, in reply to an objector in the New York *Tribune*, cites the case of the Stanton, Va., schools to illustrate his plans, and to enforce the wisdom of the policy:

"I will give one successful specimen out of many. Stanton, Va., four or five years ago had no public schools. It had about 1,800 children of school age. Not more than 50 of these were receiving primary instruction, and about 25 boys were attending an academy. The sum of \$1,000 from the Peabody Fund was offered to the city government if it would establish public schools for all the children. The proposition was accepted, but it was found that of the 300 pupils enrolled, only about 75 regularly attended. This was owing to the fact that there was no system, and that the teachers as well as all the accommodations were of an inferior character, and could not win public favor. Under these discouraging circumstances, knowing a superior and experienced educator, I proposed to give \$1,500 if the school board would employ him, or any one else of equal qualifications, as superintendent, and authorize him to organize a perfect system of schools, and to procure and train suitable teachers. The offer was accepted. The regular attendance from 1873 to the present has been from 500 to 800. School buildings have been provided at an expense of \$15,000. The current expenses are now \$14,000 a year, and the money is freely paid. These schools will soon cease to need aid from the Peabody Fund. This is the kind of work we are performing in towns, villages, and districts in twelve States. The minimum number of pupils required, viz., 100, is the smallest that will admit of a graded system, or that can properly serve as a model for imitation. Our minimum appropriation, \$300, is the least sum that can produce any satisfactory result as to efficiency and permanency. Every State Superintendent of the South pronounces ours the best plan for promoting public schools. Nine out of ten of all the intelligent men who have examined the subject agree with them in opinion. Mr. Peabody himself gave his emphatic approval of this feature of our operations, and said to me 'You have hereby doubled the value of my gift.'"

SEND us items of the progress of your schools, and we shall be glad to publish them. There is a vast amount being done in all the States, and yet there is room for more.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, NOVEMBER, 1876.

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## FOUNDATIONS.

THE brilliant French writer, H. A. Taine, in his volume on "Florence and Venice," while speaking of the early Italian art, makes this remark: "In every art it is necessary to linger long over the true in order to attain to the beautiful."

It is not strange that he should have said this, in looking at the works of that early school, whose productions most people pass by to find something more beautiful. It is not to be wondered at that ninety-nine out of every hundred visitors to any European picture gallery, will pass carelessly by Cimabue and Giotto, Mantegna and Botticelli, to stand before Raphael and Andrea del Sarto. And yet these early masters made the way passable for their followers. Painfully, conscientiously, and in terrible earnestness, they struggled to make their works true. They copied exactly folds of drapery, and tried to produce all the little peculiarities of the faces which they took for models. For a time, beauty had to stand in the background and wait. But she waited patiently, for she knew that the way was being made smooth and easy for her shining feet by these efforts after the simplicity and exactness of the true. And she waited not in vain. When the fullness of time was come, she swept in with an unimpeded tread and took the whole world captive.

Always the true must come first in any line of work, and it comes not in any pleasing form. Rough and rude and unpleasant it seems to the eyes of the world, and the majority are always ready to hurry it over in order to attain to the beautiful.

But such is not the divine order—always the first workers must be hardy men who are not afraid, and who are possessed with a patient and reverential enthusiasm. They die, but the impetus they give carries the work along, and at last it grows beautiful.

Only we must have patience to hold to the true long enough to make a firm foundation. This is especially hard for us as a Nation. We want to see our beautiful fruits at once, and to glorify ourselves on their account.

Our educational system is not as a National system yet a century old, and it is subject to this very danger. Always we must be showing what we have done, how beautiful our results! and before we know that it totters, our edifice tumbles about our ears. If we were not so anxious for show, it would be better for us. After all our glorification, when we come to probe our results a little below the surface, what do we find? At the surface, elegant buildings, multitudes of confident teachers, much speech making, astonishing exhibitions of trained performers, and a dizzy list of percentages on examinations, ranging for the whole class from 80 to 100 per cent. All this looks satisfactory, in fact, too much so for us to be quite at ease.

If there were not quite so much blossoming so early, perhaps it would be better for the strength of the plant. If the forms that educational artists produced now were a little stiffer, a little more ungraceful, a little more angular in outline and harsh in coloring, we might feel more assurance of real beauty in the future.

Let us be content to talk a little less about percentages, and look a little more at the results which no figures can properly measure—the growing power which is to become the active agent in the future—the strength of total character which is to make the bone and sinew of our young Republic first true, then beautiful.

## THE REMEDY IN YOUR HANDS.

IF each one of our 250,000 teachers, or so many of them as are teaching in the rural districts, would this week adopt the suggestions of Dr. Holland, what a service—beyond all computation—they would render the country.

In his admirable book, "Every Day Topics," selected from his editorials in *Scribner*, he not only points out a growing evil, but he does more, he suggests a remedy. We are glad to second most earnestly the move, and urge our readers and teachers everywhere to adopt his suggestion, and establish Central Reading Clubs.

Dr. Holland says truly:

"The farmer is demonstrably better off than the worker in the city. He is more independent, has more command of his own time, fares better at table, lodges better, and gets a better return for his labor. What is the reason, then, that the farmer's boy runs to the city the first chance he can get, and remains, if he can possibly find there the means of life?"

It can only be found, we believe, in the social leanness, or social starvation, of American agricultural life. The American farmer, in all his planning, and all his building, has never

made provision for life. He has only considered the means of getting a living. Everything outside of this—everything relating to society and culture—has been steadily ignored. He gives his children the advantages of schools, never recognizing the fact that these very advantages call into life a new set of social wants.

\* \* \* To get a living, to make money, to become "forehanded"—this is the whole of life to agricultural multitudes, discouraging in their numbers to contemplate. To them there is no difference between living and getting a living. Their whole life consists in getting a living; and when their families come back to them from their schooling, and find that, really, this is the only pursuit that has any recognition under the paternal roof, they must go away. The boys push to the centres or the cities, and the girls follow them if they can. A young man or a young woman, raised to the point where they apprehend the difference between living and getting a living, can never be satisfied with the latter alone. Either the farmer's children must be kept ignorant or provision must be made for their social wants. Brains and hearts need food and clothing as well as bodies; and those who have learned to recognize brains and hearts as the best and most important part of their personal possessions, will go where they can find the ministry they need.

What is the remedy? How shall farmers manage to keep their children near them? How can we discourage the influx of unnecessary—nay, burdensome—populations into the cities? We answer: By making agricultural society attractive. Fill the farm-houses with periodicals and books. Establish central reading rooms, or neighborhood clubs. Encourage the social meetings of the young. Have concerts, lectures, amateur dramatic associations. Establish a bright, active, social life, that shall give some significance to labor.

## WARMING AND VENTILATION.

ON this subject *The Sanitarian*, which is good authority, says: "In the cold season many school rooms are either too warm or too cold. A teacher, strong and well, glowing from a good breakfast and a brisk walk, enters a room in the morning, of the requisite temperature. Without consulting the thermometer, she declares "she shall suffocate," and down come the windows to their full extent. Soon the pupils enter and take their seats; few of them under the same physical condition as the teacher. Thinly clad, having eaten an insufficient breakfast and with a consequent sluggish circulation, they sit and shiver. They dare not ask to have the windows closed, lest they be snappishly refused, or the teacher, sitting out of the draft, will read them a lecture upon the benefits of fresh air, or perhaps, "the doors are open" for morning exercises, when to speak or move is the unpardonable sin.

Another teacher is in different physical condition—thin, dyspeptic; she gets to the school house chilled, and enters the school room. If she finds the register closed, it opens with a snap. She wishes she "could ever find her room warm for once." She keeps on her shawl, shivers, and is cross. If one of the pupils near the register, with flushed face, asks to lower the window, he is immediately sorry he wasn't born dumb.

Now it ought to be a finable offense for a teacher not to consult the thermometer hourly, and maintain, so far as lies in her power, an equable, comfortable and healthful temperature. The heating apparatus consumes coal enough and furnishes heat enough. A little "gumption" on the teacher's part would remedy the evil.

Unless the children be physically, intellectually and morally healthy, the adults of the nation will never be found equal to the burdens put upon them."

## A PRACTICAL QUESTION.

THE *New England Journal of Education*, which has some very fine theories for the education of the people, faces at last the question in a practical way, in an editorial on "The Danger" to which we are exposed by illiterate voters. The editor says:

"There are two millions of illiterate voters in the United States. They may and can elect the next President of the United States; they may and can elect a majority of the members of our National Congress, and in eight of the Southern States, at least, they may and can elect State officers and control the governments. This state of things in a monarchy might be tolerated for a season with safety, so long as the governing power was wise, and sustained by a well-disciplined soldiery, ready at any moment to repress violence and to quench rebellion. But under a government of the people these facts are of the most alarming nature, and should awaken the most serious apprehensions, not only with reference to the wretched conditions of life under which such ignorance exists, but also the uses to which such a mass of dangerous power may be put, and the fearful perils towards which it tends. And as a Presidential election approaches, we are led to consider the practical character and tendency of this irresponsible power. And in such a crisis as a great popular election, it does not affect the moral character of illiteracy *per se* that it casts its vote on this or that side of party lines. It is the uncertainty of the issue which makes the element so dangerous. The man without education is the easy prey to passion, and the ready dupe of designing men. Appeals to passion rather than to patriotism move the ignorant. The argument of threat, of personal intimidation, of paltry gain, or of personal comfort, weighs more powerfully with him than the conscious value of principles of public justice, economy, and virtue; and



herein lies the danger. When the excitement of a partizan warfare is hottest, and the passions of men are aroused, the mobile crowd moves in obedience to the strongest passion, and like a rolling ballast in a ship, it may be a safe cargo on smooth seas, but the fatal shipwreck comes from the shifting nature of its dead yet destroying forces.

Commissioner Eaton, in his annual report of 1871, commenting upon the alarming facts brought to light by the census of 1870, well says:

But these tremendous figures do not show the extent of this threatening evil, for the measure of future adult illiteracy is found in the present record of the number of children growing up without a knowledge of the rudiments of learning.

Were an invading, hostile army to threaten our frontiers, the whole people would rise in arms to repel them; but these tables show the mustering of the hosts of a deadlier foe, a more relentless enemy, already within our own borders, and by our very firesides; a great army of ignorance, growing ever stronger, denser, and more invincible.

Ten years without schools for children will ensure an adult generation of ignorant citizens, who, in losing the knowledge of, will have lost the desire for letters. Athens sank rapidly till its transcendent fame became only a tradition. Hostile barbarians plunged Rome into a long night of ignorance."

#### CAN YOU PASS IT?

IN his department of "Topics of the Time," in *Scribner*, Dr. J. G. Holland writes of English and American University Examinations for Women, and gives currency to the following interesting facts with reference to the Harvard Examinations:

We have before us from the Boston "Women's Education Association," which serves as the Boston local committee, the announcement of the Harvard Examinations for 1877. They are to be held in Cambridge and New York in May or June of that year, and will be of two grades. The first will be a general or preliminary examination for young women, who are not less than seventeen years old; the second will be an advanced examination for young women who have passed the preliminary examination, and are not less than eighteen years old. The preliminary examination will embrace English, French, Physical Geography, with Elementary Botany or Elementary Physics, Arithmetic, Algebra through quadratic equations, Plane Geometry, History, and any one of the three languages, German, Latin or Greek. The advanced examination will be divided into five sections, in one or more of which the candidate may present herself.

1. *Languages*.—Candidates may offer any two of the following languages: English, French, German, Italian, Latin, Greek.

2. *Natural Science*.—Candidates

may offer any two of the following subjects: Chemistry, Physics, Botany, Mineralogy, Geology.

3. *Mathematics*.—Candidates must present Solid Geometry, Algebra, Logarithms, and Plane Trigonometry, and any one of the three following subjects: Analytic Geometry, Mechanics, Spherical Trigonometry and Astronomy.

4. *History*.—In 1876, candidates may offer either of the two following subjects: The History of Continental Europe during the period of the Reformation, 1517-1648; English and American History from 1688 to the end of the eighteenth century.

5. *Philosophy*.—Candidates may offer any three of the following subjects: Mental Philosophy, Moral Philosophy, Logic, Rhetoric, Political Economy.

Notice of intention to be candidates must be sent to the secretaries on or before April 1, 1877. The fee for the preliminary examination is \$15; for the advanced examination, \$10. The address of the New York local committee will be 60 Fifth Avenue; that of the Women's Education Association is 94 Chestnut Street, Boston.

We believe we have given the women of the country pretty nearly all the information they need, in order to avail themselves of the privileges of these local examinations; and now, if any woman doubts their necessity, or their great desirableness, we invite her attention to the following "specimen examination paper," belonging to the preliminary examination in English literature as published by Harvard University in 1874. The questions are very simple, and most people know something about them; but the ordinary reader will recognize the fact that even these demand an exactness of memory, an amount of reading, and a systematic arrangement of periods which few girls achieve, and, without which, they can hardly be said to hold much valuable knowledge of the treasures of their native tongue.

1. What are the principal writings in the English language before Chaucer?

2. Divide the history of English Literature from 1350 to 1850 into any convenient periods.

3. Within what period will all the old Dramatists come? Who are the so-called Comic Dramatists of the Restoration? Who are the chief English Satirists? The chief writers of Essays?

4. What are the most popular allegorical compositions in English? What is the difference between an Allegory and a Fable? Have we any popular Fabulist?

5. When do English Novels begin? Give the names of the chief novels written before the present century. Give the names of the principal female novel-writers in this century.

6. Give some account of the life and of the writings of Milton (verse); Walter Scott (prose and verse).

7. Give some account of the writings of any three of the following:

Chaucer, Spencer, Bacon, Dryden, Swift, Pope, Gray, Goldsmith, Johnson, Burke, Cowper, Burns, Byron, Coleridge, Wordsworth.

8. Place all the authors mentioned in 6 and 7 in the half century within which their active life falls.

9. Who wrote the Faery Queene? the Tragedy of Macbeth? the Canterbury Tales? the Essay on Man? Ab-salom and Achitophel? Comus? Rasselas? Hudibras? Robinson Crusoe? Gulliver's Travels? the Comedy of the Rivals? Childe Harold's Pilgrimage? the Decline and Fall of the Roman Empire? the novel Pride and Prejudice? the novel Helen? the Vicar of Wakefield?

10. What is a ballad? Say anything you know about our ballads.

11. Put down any works you have read of the authors mentioned in 6 and 7. If you feel able to give your own impressions of any such books that you have read, do so (but recollect criticisms of others need not be given)."

#### TOPICAL GEOGRAPHY.

THE only proper way to teach geography is to teach by topics from outline maps. Some one has wisely said that, "Geography should be taught in the interests of civilization. What is the significance of this or that country to man? is the question to be borne in mind throughout the entire investigation. The problem is to find out what is the relation of each place to the rest of the world. Hence, what does it produce for the rest of the world, what does it demand in return, and what are the means of transit to and fro. Besides this," he continues, "we are called upon to give, as far as it lies in our power, such an education to the rising generation as shall fit it for political insight and wise statesmanship."

It is true, as Prof. E. A. Angell once said in the *JOURNAL*, in an able article on this subject, that "this method requires more intelligence and skill on the part of the instructor than the old catechetical method of teaching.

"We receive our strongest mental impressions by means of the eye, therefore it follows that the best method of teaching topical geography is the one that brings the subject most clearly before the eye of the pupil. To do this the teacher must have 'tools to work with,' and the most efficient tools that I have found for this purpose are Outline Maps."

It will be observed that with these aids, and with a globe, a teacher can instruct a class of twenty or thirty, more effectively and profitably, and do it in less time, than he would expend upon a single pupil without them.

In other words, a teacher will do twenty or thirty times as much work in this branch of study with these helps as he could do without them—a fact which school boards should no longer overlook.

This topical method does not require a uniformity of text books, but makes a diversity desirable.

This is a very intellectual method of studying geography. If the teacher has zeal, some of the class, if not all, will be inspired with a laudable ambition to know much respecting the lesson, and to acquire accurate information.

#### LIST OF TOPICS.

Boundaries? Latitude and Longitude? Mountains? Islands? Rivers? Climate? Soil? Productions? Exports and Imports? Square Miles? Population? Capital? Chief Towns? Education? Government? Language? History? Science? Literature, Arts?

OUR young teachers, in the common district schools of the country very much need more help.

If parents and school officers could see the letters they write us asking for information, we are sure they would hold them in much higher estimation than they now do. These young teachers are earnest, devoted to their work, putting into it more thought and care and study and anxiety than most parents dream of, and for this devotion they are entitled to the sympathy and co-operation and friendly council of the parents of those they are laboring to train and instruct.

If parents and school officers would drop in at the school, and inside the school room and outside of it too, cordially commend the good work which these teachers are doing, it would very materially strengthen their hands and lighten the burdens they carry.

Won't you, for the sake of the children, and for what is being done for them, do this—this week?

Then drop in again next week, and if there is improvement say so, in a quiet, pleasant way.

ONE interest only, have the teachers, the parents, the pupils, the school officers—that one interest can be promoted very largely where there is mutual confidence and council and encouragement.

The one object is to train the children so as to fit them for a wise, useful, honorable life. There should be unity, harmony, and good will. Then all can and will do their best.

AN interesting series of papers may be expected at the next annual meeting of our State Teachers' Association.

We hope some steps will be taken towards improving the defective features of the school law. It is of vastly more importance than a resolution thanking some one for giving roast beef and bread and butter at a discount of 25 per cent. for a day or two.

Roast beef, and bread and butter, and other things which go to make up the necessities and comforts of life, are wanted all the year round. They cannot be earned by teaching only three months out of the twelve.

SEND 15 cents if you want to see sample copies of this journal.

## IOWA.

## Official Department.

BY E. W. VON COELLN, STATE SUPT.

School officers are entitled to written opinions from the Supt. of Public Instruction touching the exposition or administration of any school law. Sec. 1577, School Laws 1876.

These opinions cannot be given for special cases in the sense that they shall determine for the school officer what he shall do; but they are given to apply the principles of law to the case as understood by the department.

The custom has been and will be hereafter to quote the portion of law, the notes or decisions which in the opinion of the Superintendent cover the case under consideration, and no suggestion will be made as to the manner of applying the principle to the special case.

The following points are made in an opinion of the Illinois courts:

1. *Schools—Powers of Teachers and Directors to Prescribe Studies—Rights of Parents.* A statute which enumerates the branches that teachers shall be qualified to teach, gives all children in the State the right to be instructed in all those branches. But teachers nor directors have power to compel pupils to study other branches, nor to expel a pupil for refusing to study them. As to whether pupils can be compelled to study the enumerated branches, the court expresses no opinion.

2. *Same—The Higher Branches in Common Schools.* The license given by statute to teach other and higher branches, does not authorize the maintenance of high schools, nor the teaching of academic courses. There is a limit to the power to have other and higher branches taught in the common schools.

3. *Power of Directors.* School directors may, to a reasonable extent, require a teacher to give instructions in the higher branches, but it is optional with the parents whether their children shall study them.

4. *Trespass—Joint and Several Liability of Teachers and Directors.* The unlawful expulsion of a pupil from school is a trespass for which the teacher and directors are personally liable. Nor can a teacher justify such unlawful act under the authority of the directors.

5. *Causes of Expulsion.* School directors can expel pupils only for disobedient, refractory, or incorrigibly bad conduct, after all other reasonable means have failed. Expulsion is not designed as a means of punishment.

Office of State Superintendent of Public Instruction, Des Moines, Oct. 20, 1876.

## COUNTY SUPERVISION.

WHAT has county supervision done? asks one. Wherever it has been fairly tested, it has given success to the public schools of the county. In not a single case has the public school succeeded without supervision. We have no knowledge that a school system has succeeded anywhere without supervision. In Tennessee, from 1833 to 1867, we tried a school system without supervision, and what was the result? A most inglorious failure. No man can be found who can tell anything about the system. The records of the State are as silent as the grave on the subject. Our experience in managing a school system without supervision has been a sad one, and we trust the time will never come when our State shall be compelled to repeat that experience. Supervision has made the school system all that it is. It has done nothing less.

Where you find progress in school matters, supervision is at the bottom of it. System in teaching and managing schools, uniformity in text books, teachers' institutes, Normal schools, are the natural outgrowth of school supervision. Unless the school system brings such fruit, it is like the dry tree, it cumbereth the ground, and is fit only to be destroyed.

If we have free schools at all, let us make them efficient. This, however, can never be done without supervision of some kind. The better the supervision the better the schools, at least, such is the history of common schools in other States. The State Superintendent's report of 1874-5, shows that the best schools are found in those counties where supervision is most thorough and most efficient.

TO TEACHERS.—A word to the teachers who are now engaged in the school room. It requires great skill to teach successfully. There must be preparation. Every teacher should provide himself with a standard work on the theory and practice of teaching. A good school journal is indispensable. No teacher can afford to lose an opportunity of attending a teachers' institute. These meetings afford rare opportunities for improvement. The teacher who does not inform himself is poorly qualified to stand at the head of a school. There must be life, animation, enthusiasm, in every successful school. The teacher, in fact, is the school.

Study the best methods, keep abreast of the times, and be able to wake up the dormant minds and the slumbering energies of your pupils. Read up in your profession, and do not hesitate to spend a few dollars to make yourself a better teacher.

Keep out of the ruts. Put your heart into the work. Push right on.

MEN and women who believe in schools and churches—who believe in progress, who believe in building individual and national character on intelligence, integrity and virtue, subscribe for, read, and pay for, and circulate this JOURNAL OF EDUCATION.

## USE THE LOCAL PRESS.

THE editors of the local press are not only willing but anxious to aid our schools and school teachers everywhere.

Good schools create an intelligent constituency, who demand newspapers, and who are able to pay for them. Here is a sample extract which we clip from the Mexico, Missouri, *Intelligence*:

"The public school has opened with the most encouraging prospects of doing splendid work during the ensuing scholastic year. It has an attendance of 378 pupils.

Room No. 1 has 82 pupils, in charge of Miss Mollie Jones; Room No. 2, 62 pupils in charge of Miss Fannie McCue; Room No. 3, 59 pupils in charge of Miss Annie Haffords; No. 4, 43 pupils in charge of Miss Willie Garrett; No. 5, 48 pupils in charge of Miss Georgie Monroe; No. 6, 41 pupils in charge of Miss Hennie Cauthorn; No. 7, 33 pupils in charge of Mr. John P. Gass.

The whole school has been remodeled, classified and graded anew, quite a number being graded back and below where they were last year. This of course indicates thorough work in the future; exactly what is needed. It is just what every intelligent taxpayer should demand. Nothing less than thoroughness should satisfy the people. Prof. Bradley has made an excellent beginning, and the school promises to become one of the best in the State."

VISITING SCHOOLS.—A school needs constant supervision. The teacher must ever be on the lookout. His attention is needed here and there, and everywhere. The teacher needs help, and the county superintendent, if he is what he should be, can render him important aid. He may suggest a better method of teaching or managing classes. He may call the teacher's attention to some neglected duty. A hint about the neatness of the school room often makes a great improvement. The superintendent, when he sees the school and teacher at work, knows what is needed and how to apply the remedy. A single suggestion may save the school from demoralization, and the teacher from sad disappointment. The condition of the schools can be ascertained only by visiting them. We must first know their wants before we can supply their necessities.

TEACHERS' INSTITUTES.—We enjoin it upon county superintendents to organize teachers' institutes. The only way to have good schools is to have efficient teachers. The teacher must be prepared for efficient work. We know of no means better adapted to elevate the standard of teaching than the institute. Wherever they have been tried, the most gratifying results have been realized. Much depends upon efforts of the county superintendents. Their schools must be made efficient in order to convince the people that free schools can be made as good as the best.

## A GRAND SUCCESS.

IN the face of "hard times" and the attractions of "The Centennial," the St. Louis Fair was in all respects a grand success.

The *Dispatch* says: "The secret of this great success may be found in two simple facts. The trade and social relations of St. Louis are increasing and strengthening from year to year, and the continued progress and prosperity of the Fair is a just exponent of the increased business and population of the metropolitan city.

Another secret of the unexampled success of the St. Louis Fair lies in its management. The association has been fortunate in securing able and earnest men in its directory, and men of ability, energy, and efficiency, for its executive officers. Pres't Walsh seems to be cut out for the responsible place he fills. Young, ardent, intelligent, and thoroughly posted in everything that relates to the policy and good fortunes of the Fair, he pursues his official duties with untiring energy, and a zeal tempered by wisdom. Liberal without profusion and careful without parsimony, his administration has been signalized by continuous and ever increasing prosperity. His right hand man, Secretary Kalb, is in every way worthy of the fame he has won, and with the executive ability of such men, seconded by an intelligent and liberal directory, the St. Louis Fair will always keep pace with the city that gave it birth. These gentlemen have the efficient aid of one of the ablest financiers of the city as treasurer. B. M. Chambers, Esq., president of the Butchers' and Drovers' Bank, is a good worker as well as a safe keeper, and his services are invaluable.

TENNESSEE.—Upon the authority of Hon. John M. Fleming, State Superintendent of Public Instruction, and Hon. J. B. Killebrew, January, 1873, report of 1873, page 371, they say:

"In the public mind, respectability does not attach to public schools, and, except in those cities which have established schools of such transcendent merit as to compel the discontinuance of private schools, no correct idea of a well-founded system prevails in the State."

A great change has come over Tennessee since the above was written. There is a strong tide setting in favor of public school education. Both the great political parties have pledged themselves in favor of the public school system, but there is yet much apathy, and some hostility manifested.

We trust that every one who goes into the school room as a teacher will strive to make both a popular and a successful school. Our public schools have always been better than the private schools. We believe that this will always be the case where a proper effort is made on the part of the school directors and teachers.



## GIVE THE BEST.

OUR unconscious influence is a power which may well make us tremble before a full realization of its potency. It is not when we aim to exert an influence that we really wield the greater amount. It is not so much what we say or do, as what we are that tells upon the lives of others. This is the stamp which in a greater or less degree, according to relative magnetisms, we impress upon those with whom we are associated. As teachers, let us especially bear this in mind! Let us not only dream noble things, but act them. Let us give ever of our best, of our purest motives, our highest, richest thought. Let us never feel that it may be unappreciated—that it is but seed cast upon the stony ground, but only giving in the largeness of a beautiful faith, ask not to see the measure, but leave the harvest with Him from whom all our soul-wealth is drawn.

There is an especial responsibility resting upon teachers in country schools. The instructor comes there as somewhat of a type of the world without, which is yet to his pupils a fascinating mystery. You, O teacher, are fresh from your city styles, and your city culture, and your attire and your mental calibre will alike be measured and imitated by eyes more discerning than you dream. You will be reflected as in a mirror-lined room. Let your ideal of life then be the highest, the noblest conception of which you are capable. The ideal ever precedes the real. It is the beautiful model after which, if constantly before you, you may fashion your life. Live true to your highest self, and be to your pupils a perpetual inspiration to the highest culture, the purest spiritual life.

"Give as gives the one Great Giver,  
Of the best thy soul hath found,  
Hast thou done a noble action?  
There is consecrated ground.

When the world needs workers, be there,  
Where there's wrong there make it right,  
Where there's need, there is thy mission,  
Toil thro' darkness on to light."

THE COMMON SCHOOL.—Under no excuse, let it be suffered to go to waste. It is not simply the knowledge that it gives, but the capacity to get knowledge which it breeds; it is not merely the intelligence which it puts in the way of the youth, but the fellowship and common feeling which grows up among the boys of different families, that makes the common school valuable. And it is to the last degree desirable, not only that it should be common, but that it should be free; and not only that it should be free, but that it should be superior. No community can afford to let a primary private school be better than their free common school. No academy should be permitted to be better than the district common school.—[H. W. Beecher.

WE invite special attention to the "Official Department" of Hon. E. W. Von Coelln, the able Superintendent of Public Instruction in Iowa. We hope to make this journal by these and other helpful and practical features, a necessity to every teacher and school officer.

Before any money can be paid for services rendered, the provisions of the school law must be complied with by the teacher and the school officers.

Taxes are levied and collected by law, and all contracts should be made in writing, stating plainly how much is to be paid for services rendered, and when it is to be paid—and that it be paid in money.

Scores of teachers to-day are unable to pay their obligations because they cannot dispose of school warrants, although offered at a discount of 40 per cent.

Hence an understanding of, and compliance with the provisions of the school law, comes to be a vital question with some thousands of teachers.

Read the decisions.

PROF. ALFRED KIRK, having been elected President of the Normal School at Cape Girardeau, comes, with his twenty years of successful experience as a teacher and superintendent and conductor of Normal training schools, to take the position, and enters upon his duties November 1st. We predict for this growing institution a larger attendance and a broader and deeper culture under his administration than ever before. He comes very strongly endorsed from his former field of labor, and he will have the cordial and earnest co-operation of the educators of Missouri and the Southwest.

There are hundreds of young men and women in Southeast Missouri who will make, under his training, first-class teachers, and there is not only a growing demand, but there is also a higher appreciation and valuation of the good work done by competent teachers.

TEACHERS should help each other, encourage each other, and labor together for each other's success. Teaching ought to be made a profession. There has been great improvement made in teaching and conducting schools. There is room for more. Progress is the watchword.

WE are on a perilous margin when we begin to look passively at our future selves, and see our figures led with dull consent, into insipid doing and shabby achievement.

YET he who means nobleness, although he misses his chosen aim, cannot fail to bring down a precious quarry from the clouds.

THE loss of fortune is only loss. There is no absolute ruin in life, save the ruin of integrity, no wreck but the wreck of honor.

'Tis the fine souls that serve us, and not fine society.

HE is a great man who inhabits a high sphere of thought.

RAILROADS.—Now that a better sense has come over the people, after these years of a fruitless legislative tirade against the capital invested in railroads, the facts in regard to the benefits the people are deriving from these "bloated corporations" begin to come to the surface.

The Chicago, Burlington & Quincy Railroad, in addition to all the money expended at the various points along its main line and numerous branches, disbursed in the little city of Aurora \$57,890 42 in the month of August, and it was a dull month, too. Fifty-eight thousand dollars per month, or say \$700,000 a year, paid out for labor by a single corporation in a place of 12,000 inhabitants (several thousand of whom were brought thither by the existence of the corporation), is a pretty fair illustration of what our railroads are doing for the country in general.

The people interested in the St. L., Rock Island & Chicago Railroad, will be glad to know that the men who have made the C. B. & Q. the best road in the West, are determined to make this new enterprise its equal in all respects.

It was our good fortune to meet, among other distinguished educators at Philadelphia, Prof. Jas. R. Malone of the "Riverside Institute," located at Lisbon, Texas, seven miles south of Dallas.

Prof. Malone deservedly made a host of friends during the session of the "Centennial National Institute." He is not only a ripe scholar but an experienced educator and a gentleman of rare social qualities as well, and with the aid of his accomplished wife he must win for "Riverside Institute" an enviable and substantial reputation throughout the State.

DR. WM. T. HARRIS, Superintendent of St. Louis Public Schools, has accepted an invitation to deliver an address before the State Teachers' Association of Massachusetts, and of Illinois also, on the subject of "Education at the Centennial Exposition." We can insure a rare treat to those who may be so fortunate as to be present.

FREE Schools have done it all. They are the real civilizers of the age. There is no Southern State to-day which is not stronger, mightier, and more blest, in her actual condition, and infinitely happier in her near future and more illustrious destiny, than before the war. Every one of them is more populous, every one of them is wealthier, more prosperous, better governed, and, in spite of terrible and disgraceful opposition, better educated to-day than before the war. She knows it all herself.

Let us take courage and push ahead. There remains much to be done before the people become anything like educated.

A noble aim faithfully kept, is as a noble deed.

—Train your pupils to think and to express their thoughts. All educational processes that do not tend to produce these results are worthless.

—Payne's Science and Art of Education and Kriege's Life of Froebel are educational works of great value, published by E. Steiger, N. Y. Bound in paper the price of each is only 15c; in cloth, 40c.

—Clay county, Missouri, deserves special mention. Educationally this is a model county. Prof. Hughes has served as County Superintendent and County Commissioner for 22 years. With the exception of four years, he has held a successful county institute each year. These are held in the rural districts, where the people turn out in mass, and co-operate with the teachers in making them grand occasions. The schools throughout the county are in good condition. William Jewell College, located at Liberty, is in a more prosperous condition than ever before. Clay Seminary, founded 20 years ago, is now in charge of Profs. Jones and Hughes, and is doing a grand work.

MORE NEW DOCUMENTS. — No. 16. "Moral Education in Public School." By W. T. Harris.

No. 17. "Report on a Course of Study from the Primary School to the College." By Wm. T. Harris.

No. 18. "Address on a National University." By Wm. T. Harris.

No. 19. "Education in the Mississippi Valley." By Wm. T. Harris.

No. 20. "Essay on the System of Classification in Libraries." By Wm. T. Harris.

NEW VOLUME.—Number 1686 of *Littell's Living Age*, being the first number of October, begins a new volume of that standard eclectic weekly. Among the valuable articles contained in the latest issues of the magazine are the following: Modern Philosophers on the Probable Age of the World, a specially interesting paper from the *Quarterly Review*; From Belgrade to Constantinople Overland, *Frazier*; Charlotte Bronte; a Monograph, *Macmillan*; An Excursion in Formosa, *Contemporary Review*; Social Relations of England and America, *Quarterly Review*; Retribution as a Faith and Superstition, *Spectator*; The Native Races of the Pacific States of North America, *Academy*; Millbank Penitentiary, *London Quarterly*; A Human Sacrifice, *Cornhill*; The Brigands of Bulgarian Song, *Macmillan*; The Liturgy of the Jews, by a Jew, *Pall Mall Gazette*; The Swarming of Mankind, *Spectator*; The Limits of Fiction, *Saturday Review*; with serials by Mrs. Oliphant and Sarah Taylor, poetry and miscellany.

For fifty-two such numbers, of sixty-four large pages each (or more than 3,000 pages a year), the subscription price (\$8) is low, or still better, for \$10 50 any one of the American \$4 monthlies or weeklies is sent with *The Living Age* for a year, both post-paid. *Littell & Gay*, Boston, are the publishers.

THAT which we are we shall teach, not voluntarily but involuntarily.

## BOOK NOTICES.

TRUTHS FOR TO-DAY; Second Series. By David Swing, Pastor Central Church. Chicago: Jansen, McClurg, & Co. 1876. For sale by the St. Louis Book and News Company.

The readers of the former series of "Truths for To-day" will gladly welcome the second series. There is an atmosphere of broad cosmopolitan insight and interest pervading the sermons of Mr. Swing, which refreshes the soul of a thoughtful man to breathe. Especially the one who is engrossed with multifarious cares, entailed by the demands of our complex civilization, will find rest and new life in these pages. One cause of this is their utter freedom from cant. But the oracles and the sacred formulas that have cheered and supported the heart for ages in its struggles and aspirations, are not discarded by Mr. Swing in his anxiety to avoid the cant that comes of a mechanical, soul-killing repetition of them. He infuses new life—the life of thought—into these precious words, and, as it were, illumines the affairs of every-day life with the mild, pure light of revelation. All phases of the business world find themselves recognized in his hospitable mind, and bread is prepared and dispensed for them with a lavish hand.

What is properly known as narrowness and bigotry in the pulpit, is the form of preaching that ignores all except a few simple aspects of life, and likely these aspects not of what exists here and now, among us, but rather of the life of an extinct people—say of the Jews three thousand years ago, or of the same people in the time of Greek and Roman conquests: or say of the people in the United States a half century since, before the era of railroads and steam power, of modern science and the social novel. Such preaching fails to reach people because it builds no bridges—it does not bring down the gospel into the new life, but the new life is left outside, as though it had nothing in it which revelation could illuminate. But, inconsistently enough, a former phase of life is thoroughly illuminated—while the present is left opaque and dark—and the present, notwithstanding, ought to be

"The flower of all the ages,  
And the youngest born of Time,"

and hence to be more rational, more humane, and more divine, than any antecedent civilization, whether of Jew or Gentile, Christian or Pagan.

This is the secret of the popularity of David Swing. The business man and the scholar, the devout and the infidel, feel that their own phases of life are held sympathetically in view, while application is made of the truths of revelation. The revelation in general needs to be made special, and it is the business of the preacher to reveal anew the divine truth in the particular surroundings of this day and this hour.

To illustrate what we mean we ought to make copious quotations on several themes—but our space forbids. We will however give the table of contents of the fifteen sermons that make up the book. On the text, "Canst thou by searching find out God?" he preaches a powerful sermon on Christ. This he follows with four sermons treating respectively of the Surroundings of Christ, the influence of his religion upon letters and art, and upon the human spirit; and finally he discusses the minor qualities of Christ. In the ten following sermons he preaches on (6) "The Future Over-worked"; (7) "Among

the Foundations"; (8) "A Plea for the Better Classes"; (9) "The Bible and the Common People"; (10) "Christian Heroism"; (11) "Youth, its Duties and Privileges"; (12) "A Great God"; (13) "The Empire of Law"; (14) "The Influence of Atheism Upon Morals"; (15) "The True Liberalism."

THE ÆNEIDS OF VIRGIL. Done into English verse by Wm. Morris, author of the "Earthly Paradise." Boston: Roberts Brothers, 1876. For sale by the St. Louis Book and News Co.

Mr. Morris in 1867 came before the public in a volume entitled, *The Life and Death of Jason*, a narrative poem. Nine years before, in his twenty-fourth year he had published *The Defense of Guinevere and other Poems*. He seems to have chosen for his literary life-work the task of reviewing and transplanting mythological growths into our own soil and climate. His success with "Jason" led him to publish legendary and romantic tales in verse entitled *The Earthly Paradise*—in four volumes—1868-71. In conjunction with Eirikr Magnussøn he has given us *The Story of the Volsungs and Niblungs*, a very useful introduction to the heroic part of the Edda.

In the present undertaking he has given us the entire Æneid in iambic heptameters—the same verse chosen by Chapman in his translation of the Iliad.

The Æneid is perhaps the most read of all ancient epics, far more than Homer's Iliad, of which it is possibly the best, though still a feeble imitation. The modern epic writers more frequently follow Virgil in their poetic form than Homer. Camoens in his *Lusiad* is perhaps the most vigorous of the imitators of the Latin poet. The *Thebaid* of Statius and the *Pharsalia* of Lucan are not to be compared with the Æneid in true fire and poetic form. The *Nibelungen Lied* does not betray any Latin influence, unless it be perhaps the slight reference to Christianity—certainly none to Pagan Rome. The *Nibelungen* is in some respects a far greater poem than the Æneid. The same however cannot be said of the Anglo-Saxon Epic of Beowulf or the *Tristan and Isolde* of Gottfried von Strassburg. Milton's *Paradise Lost* is regarded by the English speaking peoples of puritanic persuasion as far superior to Virgil's epic.

As a poet Mr. Morris is not one of the sweetest singers, but he has great merits in the way of strength and terseness of expression, and is very skillful in giving to his version the tone and manner of the original. Take the following from the description of the winds let forth by Æolus:

"Thus as he cried the whistling North fell on  
with sudden gale  
And drove the seas up to the stars, and smote  
aback the sail;  
Then break the oars, the bows fall off, and  
beam on in the trough  
She lieth, and the sea comes on a mountain  
huge and rough.  
These hang upon the topmost wave, and those  
may well discern  
The sea's ground mid the gaping whirl: with  
sand the surges churn."

Or this description of Venus:

"She spake, she turned, from ivory neck the  
light of heaven she cast,  
And from her hair ambrosial the scent of gods  
went past  
Upon the wind, and o'er her feet her skirts  
fell shimmering down,  
And very god she went her ways."

No general reader of literature can afford to omit from his list the works of Mr. Morris.

"SELF MADE; OR, OUT OF THE DEPTHS," by Mrs. Emma D. E. N. Southworth, is

proving to be one of the most popular works ever written. It is published complete and unabridged, in two volumes, under the names of "Ismael" and "Self Raised," both of which have passed into the eighth edition. We advise all in search of good books, to get these at once and read them.

POETRY FOR HOME AND SCHOOL. Selected and arranged by Anna C. Brackett and Ida M. Eliot. New York: G. P. Putnam's Sons, 1876. For sale by the St. Louis Book and News Co.

The compilation herewith presented to the public is one of the most carefully selected. Misses Brackett and Eliot (whom the schools of the West remember pleasantly), state in their preface that the object of their book is to impress the children from their earliest school-days, with the exceptional beauty and richness of their own language, and the ease with which it lends itself in sound and rhythm to the expression of the most varied emotions, and the loftiest aspirations.

Starting with the principle that no poems should be admitted except those which had borne the test of time, and whose right to a place in the domain of true art had been conceded, they have followed this plan strictly. But in the first part, which contains poems designed to be learned by children from six to ten years of age, the range to be selected from is somewhat limited. The practice of committing to memory the poetic gems of the language, is one in every way to be commended. The true way to learn language is not the practice of gabbling or of writing innumerable exercises called "language lessons," but the memorizing of noble and beautiful passages and whole poems from the poets. For it is the poets who make a language: it must be acquired, if acquired to best advantage, through a mastery of its poetic literature.

We marked several gems for insertion, but could not afford the space. Where all are so good the whole volume ought to be near at hand. Get a copy.

THE PUTNAMS publish a most admirable series of school histories, comprising "Germany," "Greece," "Rome," and "England," by Leonard Schmitz; France by Sutherland Menzies, and "Landmarks of Modern History," by Rev. C. S. Dawe, and they are sold at so low a price that every teacher can afford to get them.

This history of England appears to have been written without any political, theological or ecclesiastical bias whatever, and is sold for \$1 00; History of France, \$1 00; History of Greece for 75 cents, of Rome for 75 cents, and Landmarks of History for \$1 00.

These little volumes will make a valuable addition to the library of any individual, or to the school libraries which we hope our teachers are organizing this winter in the school districts of the State. For sale by Gray, Baker, & Co.

THE publishers of the *Atlantic Monthly* propose for \$5 to furnish with the magazine for 1877, a portrait, life size, of WM. CULLEN BRYANT, the Nestor of American poets, drawn by J. E. Baker. Last year they gave a life-size portrait of Longfellow with the *Atlantic*, by the same artist.

Those who already possess the Longfellow portrait will find this a fitting companion to that most admirable likeness, while those who possess neither, and who wish to subscribe to the *Atlantic* for the coming year, can order whichever they prefer; but it must be remembered that the portraits will be furnished only to subscribers to the *Atlantic*. The dimen-

sions of each picture are 24x30 inches; and both are worthy, for their artistic excellence and their superiority as portraits, to hang in every library and every house in the country.

Dr. Oliver Wendell Holmes says: "The life-size portrait of Mr. Longfellow published by Messrs. H. O. Houghton and Company is, I think, worthy of its subject and eminently creditable to the artist. It has the truthfulness of a photograph, for which, but for its texture and tint, it might almost be mistaken. Remembering that no single portrait can give us all that we remember in the changing features of our friends as we see them in their various moods, I am more than satisfied with this as perpetuating one of the poet's most characteristic looks. The author of the "Psalm of Life" and of "Resignation" could hardly be more perfectly idealized than as he is here presented to us."

An attractive and interesting feature of *St. Nicholas* for the next year, will be a series of familiar papers for boys, by such men as Bryant, Whittier, Tom Hughes, Dr. Holland, William Howitt, Sanford B. Hunt, Trowbridge, Stockton, Macdonald, and others.

It is as good for boys and girls from 30 to 60 years old as for those from 10 to 18.

THE U. S. OFFICIAL POSTAL GUIDE, revised and published quarterly by H. O. Houghton and Company, Boston, is a recognized authority on postal matters, having the sanction of the Postoffice Department, of which, indeed, it is the official organ. The October number, just issued, is literally crammed with valuable matter and information, useful to every one who employs the mails. Its four hundred pages contain two complete alphabetical lists of all the postoffices in the United States, one arranged by States and Counties; a list of money-order offices, domestic and international; rates of foreign and domestic postage on all classes of mail matter; hours of arrival and closing of mails in all the principal cities; days of sailing of foreign mail steamers; hints and suggestions to the public about money orders, registered letters, &c.

The present number also gives the new rates of postage on third-class matter, as fixed at the last session of Congress, with new regulations relative to unmailable matter; and an ingenious device showing the geographical position in their respective States of all the Counties in the United States. Price 50 cents a number; \$1 50 a year. Cloth bound copies of the October number can be obtained for \$1 00. Subscriptions received at the postoffice.

## Special Notices.

## Hotel Reduction.

Leland's Sturtevant House, Broadway, Twenty-eighth and Twenty-ninth Streets, New York City, has reduced 100 rooms, with board, to \$3 00; 100 rooms to \$3 50; Parlor and Second Floors, \$4 00 per day; Rooms, European Plan, \$1 00 per day and upwards. The Sturtevant is kept in first-class style, superbly furnished. Elevator and every improvement. Location convenient to all places of interest to the visitor. Street cars pass hotel for depots and Central Park. 9-10 11

## Special Reduction

Via the Vandalla Line, for members of the Merchants' Exchange to the Centennial: To New York and return.....\$27 00  
To Philadelphia and return.....25 00  
The only line running through cars to



the above points without change. For further particulars apply to

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100 N. Fourth Street.

#### To the Public,

Including the Merchants' Exchange: The Ohio and Mississippi Railway Company will sell, until further notice,

To Philadelphia and return.....\$25 00  
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Good for first-class passage and until November 30.

R. T. BRYDON,  
Gen. Passenger Agent.

#### The Wabash Fast Line.

Merchants' Exchange Centennial Tickets:  
Philadelphia and return, only.....\$22 50  
New York and return, only..... 25 00

Good till November 30, and to go and return via different routes.

Special tickets one way:

To Philadelphia, only.....\$15 75  
To New York, only..... 17 00

Lightning express leaves St. Louis at 6:40 p. m., arrives in Philadelphia at 7:35 second morning. Tickets can be had and berths reserved through in Pullman cars at 104 North Fourth Street.

E. H. COFFIN, Ticket Agent.

We call attention to the advertisement of Simmons' Liver Regulator, which appears in the paper to-day. This standard remedy does not deserve to be classed with the many "patent" nostrums so liberally advertised throughout the country. It is one of the very best preparations of its kind in use, and is recommended by the regular practitioners of medicine. It has a large sale in this city, and can be found in all our drug stores, a bottle or package should be found in every family, as its judicious use is almost certain to prevent a bilious attack, if taken when the symptoms first show themselves."

#### EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These documents are for circulation among the people, so that they may be better informed not only of the work done by the teacher, but of the necessity of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, fourteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7 00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

No. 1. WHAT SHALL WE STUDY? By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, Saint Louis.

No. 4. WOMEN AS TEACHERS. By Grace C. Bibb.

No. 5. AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri. By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.

No. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary H. Smith. Read before the National Teachers' Association.

No. 7. HOW TO TEACH NATURAL SCI-

ENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

No. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies. An Essay read by William T. Harris, at the National Educational Association, in Boston.

No. 9. THE RIGHT AND POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.

No. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay by Wm. T. Harris, before the National Educational Association, at St. Louis.

No. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.

No. 12. WOMAN'S WORK AND EDUCATION IN AMERICA. An Essay, by W. G. Elliot, D. D. Read before the State Teachers' Association.

No. 13. SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS. By William T. Harris.

No. 14. SYLLABUS OF LESSONS IN NATURAL SCIENCE. By Wm. T. Harris.

No. 15. GERMAN REFORM IN AMERICAN EDUCATION. An Essay read before the German American Teachers' Association By W. T. Harris.

For sale at the office of the AMERICAN JOURNAL OF EDUCATION. Send stamps to prepay postage.

#### LOOK AT THE FACTS.

THE SANITARIAN is doing a valuable and much needed work in publishing a series of articles on "Deformities and their Relation to Hygiene," and quotes the following facts bearing on the subject:

Dr. Warren of Boston, in a valuable little work on "Physical Education and the Preservation of Health," says: "I feel warranted in asserting that of the well-educated females within my sphere of experience, about one-half are affected with some degree of distortion of the spine." An eminent foreign writer is quoted by him in support of his assertion, who, in speaking of lateral curvature of the spine, says: "It is so common, that out of twenty young girls who have attained the age of fifteen years, there are not two who do not present very manifest traces of it."

Another eminent physician, Dr. Banning, says: "The chief responsibility for this evil rests upon the present system of education, which discourages in young ladies the development of muscular strength, and teaches them to look no one in the face, but rather to observe that perfect caricature of human dignity and symmetry, the Grecian bend; and until parents see the importance of caring for and educating the bodies as well as the minds of their children, physical weakness and spinal deformity must necessarily abound."

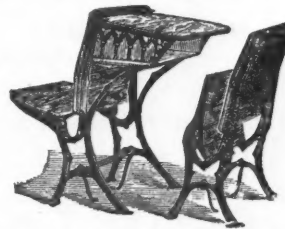
Dr. Warren, in the work already mentioned, quotes from an English writer as follows:

"Causes which affect the health and produce general weakness, operate powerfully in producing affections of the spine, in consequence of the complexity of its structure and the great burden it supports. When weakened, it gradually yields under its weight, becomes bent and distorted, losing its natural curves and acquiring others, in such directions as

the operation of external causes tends to give it, and these curves will be proportioned in their degree and in their permanence to the producing causes. If the supporting part is removed from its true position, the parts supported necessarily follow, and thus a distortion of the spine effects a distortion of the trunk of the body."

It was with these facts in view, and with a special desire to remedy them as far as possible, that we expended large sums of money to secure a school desk, which by its construction on hygienic principles, would prevent this deformity.

We have secured the desired result in "The Patent Gothic Desk and Seat," with its foot rests.



This curved back and curved seat was designed by Prof. Cutter, the eminent Physiologist, and they are true to anatomical principles; the inclination of the former and the curve of the latter are so correct that they conform exactly to the person of the occupant, and the pupil sits in an easy, upright, and healthy position.

WM. T. HARRIS, Superintendent of the St. Louis Public Schools, after a long trial, says:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms in this city, after a thorough trial give ENTIRE SATISFACTION. The NEW PATENT GOTHIC DESK, with the CURVED FOLDING SLAT SEAT with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction, secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses.

Respectfully Yours,

WM. T. HARRIS,

Supt. Public Schools, St. Louis.

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#### A STRING OF PEARLS.

Extract of a letter from  
Hon. Alex. H. Stephens,  
dated March 8, 1876.

"I occasionally use, when my condition requires it, Dr. Simmons' Liver Regulator, with good effect. It is mild, and suits me better than more active remedies."

Hon. Alex. H. Stephens has greatly improved in health of late.—[The State Line Press, West Point, Ga.]

#### Testimony of the Chief Justice of Ga.

I have used Simmons' Liver Regulator for constipation of my bowels, caused by a temporary derangement of the liver, for the last three or four years, and always when used according to the directions with decided benefit. I think it is a good medicine for the derangement of the liver—at least such has been my personal experience in the use of it.—[Hiram Warner, Chief Justice of Georgia.]

#### Opinion of the Clergy.

Simmons' Liver Regulator is certainly a specific for that class of complaints which it claims to cure. If any of our fellow beings are suffering from hepatic disorders and have doubts in relation to the efficacy of this popular preparation we can only offer them the simple and candid argument of Philip to Nathaniel, "Come and see." Try the proposed remedy, and then you can judge for yourselves.—[Rev. David Wills, Pastor of Presbyterian Church, Macon, Ga.]

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I have used Dr. Simmons' Liver Regulator myself and in my family for years, and pronounce it one of the most satisfactory medicines that can be used. Nothing would induce me to be without it, and I recommend all my friends, if they want to secure health, to always keep it on hand.—[R. L. Mott, Columbus, Ga., Congressman.]

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Permit me to add my testimony to the efficiency of your "Jeleso" in cases of Dyspepsia of long standing. I have used two bottles of it, and I am now thoroughly cured. I shall most cheerfully recommend its use to all my friends; and I consider it an indispensable medicine in every family. I am most truly yours,

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## Important to School Officers.

Parents of the children, school officers, teachers, and all patrons of our schools, realize the FACT, that *properly constructed seats and desks* are an absolute necessity in every school house. Not only comfort, but the *health* of the pupils demands this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We call attention to this matter *early and specifically*, because we have found in an experience extending over more than ten years, that in furnishing school houses great trouble and annoyance has been caused by the *delay* on the part of school officers in ordering seats and desks. SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being on hand and set up in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of all the varieties, sizes and styles of school desks manufactured, and there is no profit in the business to warrant such an outlay of money.

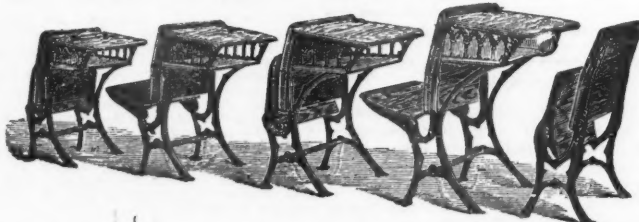
We have known school officers, whose sworn duty it was to provide these things, to *delay* ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that they have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats—and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the foundation of the building is being laid.

Now comes the question as to which is the *best desk to buy*. We prefer to quote what those say who have used our desks for years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from WM. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—which is good enough:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give *entire satisfaction*. The

### "New Patent Gothic Desk,"



Size 4. Size 3. Size 2. Desk, Size 1. } Back Seat, Size 1, to start the rows with

with curved Folding Slat seat, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,

Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desks are made, to accommodate pupils of all ages. We give the numbers and sizes so that school officers may know which to order:

- No. 1, High School, for pupils from 15 to 20 years of age.
- No. 2, Grammar, " " 12 to 16 " "
- No. 3, First Intermediate, for pupils from 10 to 13 years of age.
- No. 4, Second " " 8 to 11 " "
- Primary, for pupils from 5 to 9 years of age.

We manufacture a lower priced desk called

### "The Combination Desk and Seat."



Desk- Back seat to start the rows with.

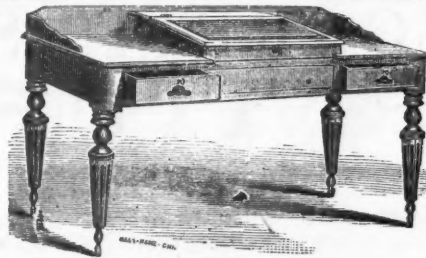
This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

### Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shapen at best—they cost nearly as much as these improved school desks to start with. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks to start with—these will last as long as the school house stands.

## TEACHER'S DESKS



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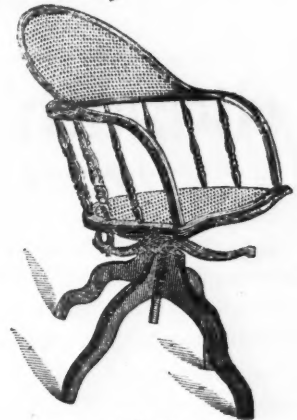
## AND CHAIRS,



No. 500. Wood Seat, Price \$.....

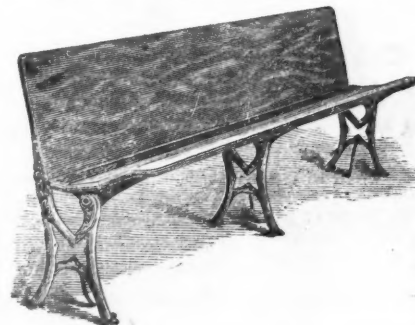
No. 501. Cane Seat, Price \$.....

Bent Rim. Oak or Imitation Walnut.



No. 506.

## and Recitation Seat.



Curved Slat Folding Seat—No. 162. Ash or Poplar Stained. Made any length required. Standard and length 8 feet.

Aside from the Desks, a good Teacher's Desk, Chair and Recitation Seat, which are necessary to the complete furnishing of a school room, a good set of Common School apparatus embracing say a set of Camp's Outline Maps and Key..... \$25 00  
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ABOUT SHIPPING.—We ship all desks, except one with each order, in knock down: this method secures low freight rates and obviates all possibility of breakage: the one desk is put up ready for use, and with our printed directions, will enable any one to put together the desks for 25 cents each. No charge is made for packing and delivery at our city depot or wharf-boat, and all screws, ink-wells, foot-rests, &c., to entirely complete the desks, are included without extra cost.

Let us repeat that SIXTY DAYS notice should be given in order to insure the prompt delivery of the outfit your school needs. For further information, circulars of globes, outline maps, slating, and everything needed in Schools, call upon or address, with stamp for reply,

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